THE SALTERNS ACADEMY TRUST: TRAFALGAR SCHOOL

ATTENDANCE POLICY

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UNCRC

Article 28: (Right to education): The Convention places a high value on education. Young people should be encouraged to reach the highest level of education of which they are capable.

The 1996 Education Act states that it is the duty of parents to secure education of students of school age. Trafalgar School seeks to ensure that all its students receive an education which meets their needs and maximises opportunities for each student to realise his true potential.

Aims

This policy aims to show our commitment to meeting our obligations with regards to school attendance, including those laid out in the Department for Education's (DfE's) statutory guidance on Working together to improve school attendance, through our whole-school culture and ethos that values good attendance, including:

- Setting high expectations for the attendance and punctuality of all pupils
- Promoting good attendance and the benefits of good attendance
- Reducing absence, including persistent and severe absence
- Ensuring every pupil has access to the full-time education to which they are entitled
- Acting early to address patterns of absence
- Building strong relationships with families to make sure pupils have the support in place to attend school

We will also promote and support punctuality in attending lessons.

Legislation and guidance

This policy is based on the Department for Education's (DfE's) statutory guidance on Working together to improve school attendance and school attendance parental responsibility measures. The guidance is based on the following pieces of legislation, which set out the legal powers and duties that govern school attendance:

- Part 6 of the Education Act 1996
- Part 3 of the Education Act 2002
- Part 7 of the Education and Inspections Act 2006
- The School Attendance (Pupil Registration) (England) Regulations 2024
- The Education (Penalty Notices) (England) (Amendment) Regulations 2013
- The Equality Act 2010

It also refers to:

- School census guidance
- Keeping Children Safe in Education
- Mental health issues affecting a pupil's attendance: guidance for schools
- Ofsted's 2025 framework toolkit

- The School Attendance (Pupil Registration) (England) Regulations 2024
- https://www.legislation.gov.uk/uksi/2006/1751/contentsThe Education (Penalty Notices) (England) (Amendment) Regulations 2013 and the 2024 amendment
- https://www.legislation.gov.uk/uksi/2013/757/regulation/2/madeIt also refers to:
- School census guidance
- Keeping Children Safe in Education
- Mental health issues affecting a pupil's attendance: guidance for schools

Roles and responsibilities

The governing board

The governing board is responsible for:

- Setting high expectations of all school leaders, staff, pupils and parents/carers
- Making sure school leaders fulfil expectations and statutory duties, including:
    - Making sure the school records attendance accurately in the register, and shares the required information with the DfE and local authority
    - Making sure the schoolworks effectively with local partners to help remove barriers to attendance, and keeps them informed regarding specific pupils, where appropriate
- Recognising and promoting the importance of school attendance across the school's policies and ethos
- Making sure the school's attendance management processes are delivered effectively, and that consistent support is provided for pupils who need it most by prioritising staff and resources
- Making sure the school has high aspirations for all pupils, but adapts processes and support to pupils' individual needs
- Regularly reviewing and challenging attendance data and helping school leaders focus improvement efforts on individual pupils or cohorts who need it most
- Working with school leaders to set goals or areas of focus for attendance and providing support and challenge
- Monitoring attendance figures for the whole school and repeatedly evaluating the effectiveness of the school's processes and improvement efforts to make sure they are meeting pupils' needs
- Where the school is struggling with attendance, working with school leaders to develop a comprehensive action plan to improve attendance
- Making sure all staff receive adequate training on attendance as part of the regular continued professional development offer, so that staff understand:
    - The importance of good attendance
    - That absence is almost always a symptom of wider issues
    - The school's legal requirements for keeping registers
    - The school's strategies and procedures for tracking, following up on and improving attendance, including working with partners and keeping them informed regarding specific pupils, where appropriate
- Making sure dedicated training is provided to staff with a specific attendance function in their role, including in interpreting and analysing attendance data

The Headteacher

The Headteacher is responsible for:

- The implementation of this policy at the school
- Monitoring school-level absence data and reporting it to governors
- Supporting staff with monitoring the attendance of individual pupils
- Monitoring the impact of any implemented attendance strategies

- Issuing fixed-penalty notices, where necessary, and/or authorising key staff to be able to do so
- Working with the parents/carers of pupils with special educational needs and/or disabilities (SEND) to develop specific support approaches for attendance for pupils with SEND, including where school transport is regularly being missed, and where pupils with SEND face in-school barriers
- Communicating with the local authority when a pupil with an education, health and care (EHC) plan has falling attendance, or where there are barriers to attendance that relate to the pupil's needs
- Communicating the school's high expectations for attendance and punctuality regularly to pupils and parents/carers through all available channels
- Sharing information from the school register with the local authority, including:
    - Notifying the local authority when a pupil's name is added to or deleted from the school admission register outside of standard transition times
    - Providing the local authority with the details of pupils who fail to attend school regularly, or who have been marked with an unauthorised absence for a continuous period of 10 school days
    - Providing the local authority with the details of pupils who the school believes will miss 15 days consecutively or cumulatively because of sickness

The designated senior leader responsible for attendance

The designated senior leader (also known as the 'senior attendance champion') is responsible for:

- Leading, championing and improving attendance across the school
- Setting a clear vision for improving and maintaining good attendance
- Evaluating and monitoring expectations and processes
- Having a strong grasp of absence data and oversight of absence data analysis
- Regularly monitoring and evaluating progress in attendance
- Establishing and maintaining effective systems for tackling absence, and making sure they are followed by all staff
- Liaising with pupils, parents/carers and external agencies, where needed
- Building close and productive relationships with parents/carers to discuss and tackle attendance issues
- Creating intervention or reintegration plans in partnership with pupils and their parents/carers
- Delivering targeted intervention and support to pupils and families

The designated senior leader responsible for attendance is **Peter Dudley, Assistant Headteacher** and can be contacted via email: pdudley.trafalgar@salterns.org

The attendance officer

The school attendance officer is responsible for:

- Monitoring and analysing attendance data
- Benchmarking attendance data to identify areas of focus for improvement
- Providing regular attendance reports to school staff and reporting concerns about attendance to the designated senior leader responsible for attendance, and the Headteacher

- Working with education welfare officers to tackle persistent absence
- Advising the assistant headteacher when to issue fixed-penalty notices

The attendance officer is **Amanda Collis** and she can be contacted via email: acollis.trafalgar@salterns.org

Class teachers and form tutors

Class teachers and form tutors are responsible for recording attendance for both morning and afternoon sessions on a daily basis, using the correct codes (see Appendix 1), and submitting this information to the school office via Arbor.

School admin staff

School admin staff will:

- Take calls and notifications from parents/carers about absence on a day-to-day basis and record it on the school system
- Transfer calls from parents/carers to the Head of House where appropriate, in order to provide them with more detailed support on attendance

Parents

Where this policy refers to a parent, it refers to the adult the school and/or local authority decides is most appropriate to work with, including:

- All natural parents, whether they are married or not
- All those who have parental responsibility for a child or young person
- Those who have day-to-day responsibility for the child (i.e. lives with and looks after them)

Parents are expected to:

- Make sure their child attends every day on time
- Call the school to report their child's absence before 9am on the day of the absence (and each subsequent day of absence), and advise when they are expected to return
- Provide the school with more than 1 emergency contact number for their child
- Ensure that, where possible, appointments for their child are made outside of the school day
- Keep to any attendance contracts that they make with the school and/or local authority
- Seek support, where necessary, for maintaining good attendance, by contacting **Amanda Collis**, who can be contacted via acollis.trafalgar@salterns.org

Pupils

Pupils are expected to:

- Attend school every day, on time
- Attend every timetabled lesson, on time

Recording attendance

We will keep an electronic attendance register and place all pupils onto this register.

We will take our attendance register at the start of the first session of each school day and once during the second session. It will mark, using the appropriate national attendance and absence codes from the School Attendance (Pupil Registration) (England) Regulations 2024, whether every pupil is:

- Present

- Attending an approved off-site educational activity
- Absent
- Absent - Unable to attend due to exceptional circumstances

Any amendment to the attendance register will include:

- The original entry
- The amended entry
- The reason for the amendment
- The date on which the amendment was made
- The name and position of the person who made the amendment

See Appendix 1 for the DfE attendance codes.

We will also record:

- Whether the absence is authorised or not
- The nature of the activity, where a pupil is attending an approved educational activity
- The nature of circumstances, where a pupil is unable to attend due to exceptional circumstances

We will keep every entry on the attendance register for 6 years after the date on which the entry was made.

The school day starts at 8:50 and ends at 3:00pm. Pupils must arrive in school by 8:50am on each school day. The register for the first session will be taken at 8:50am and will be kept open until 9:20. The register for the second session will be taken at 13:20 and will be kept open until 13:50.

Unplanned absence

The pupil's parent/carer must notify the school of the reason for the absence on the first day of an unplanned absence by 9am or as soon as practically possible by calling the school office staff or notifying us through Classcharts.

We will mark absence due to physical or mental illness as authorised unless the school has a genuine concern about the authenticity of the illness.

Where the absence is longer than 5 days, or there are doubts about the authenticity of the illness, the school will ask for medical evidence, such as a doctor's note, prescription, appointment card or other appropriate form of evidence. We will not ask for medical evidence unnecessarily.

If the school is not satisfied about the authenticity of the illness, the absence will be recorded as unauthorised and parents/carers will be notified of this in advance.

Planned absence

Attending a medical or dental appointment will be counted as authorised as long as the pupil's parent/carer notifies the school in advance of the appointment. However, we encourage parents/carers to make medical and dental appointments out of school hours where possible. Where this is not possible, the pupil should be out of school for the minimum amount of time necessary.

The pupil's parent/carer must also apply for other types of term-time absence as far in advance as possible of the requested absence using the leave of absence request form.

Where possible, the pupil should:

- Be out of school for the minimum amount of time necessary, and attend school before/after their appointment
- Wear school uniform to their appointment, to make it easier to return to school afterwards

However, we encourage parents to make medical and dental appointments out of school hours where possible.

The pupil's parent must also apply for other types of term-time absence as far in advance as possible of the requested absence.

Lateness and punctuality

A pupil who arrives late:

- Before the register has closed will be marked as late, using the appropriate code
- After the register has closed will be marked as absent, using the appropriate code

Following up unexplained absence

Where any pupil we expect to attend school does not attend, or stops attending, without reason, the school will:

- Send IRIS automated call the pupil's parent/carer on the morning of the first day of unexplained absence to ascertain the reason.
- Identify whether the absence is approved or not
- Identify the correct attendance code to use and input it as soon as the reason for absence is ascertained – this will be no later than 5 working days after the session(s) for which the student was absent
- Call the parent/carer on each day that the absence continues without explanation to ensure proper safeguarding action is taken where necessary
- Where appropriate, offer support to the pupil and/or their parents to improve attendance
- Where relevant, report the unexplained absence to the pupil's social worker and/or youth offending team officer
- Identify whether the pupil needs support from wider partners, as quickly as possible, and make the necessary referrals
  - Where support is not appropriate, not successful, or not engaged with: issue a notice to improve, penalty notice or other legal intervention as appropriate
- Conduct a home visit if a child is absent for more than 5 days without a satisfactory reason.
- Consider it a safeguarding issue and contact Portsmouth MASH if a child is absent for more than 5 days without a satisfactory reason.

Reporting to parents

The school will regularly inform parents about their child's attendance and absence levels via Class Charts and also through termly written reports. We send a personalised attendance letter to all parents each half term.

Authorised and unauthorised absence

Approval for term-time absence

The Headteacher will allow pupils to be absent from the school site for certain educational activities, or to attend other schools or settings.

The Headteacher will only grant a **leave of absence** to a pupil during term time if the request meets the specific circumstances set out in the 2024 school attendance regulations. These circumstances are:

- Taking part in a regulated performance, or regulated employment abroad
- Attending an interview
- Study leave
- A temporary, time-limited part-time timetable
- Exceptional circumstances

We define 'exceptional circumstances' as rare and unexpected circumstances which are unlikely to reoccur. Examples include:

- Medical emergencies
- Family emergencies (e.g. death of a relative)]

A leave of absence is granted at the Headteacher's discretion, including the length of time the pupil is authorised to be absent for.

Leave of absence will not be granted for a pupil to take part in protest activity during school hours.

As a leave of absence will only be granted in exceptional circumstances, it is unlikely a leave of absence will be granted for the purposes of a family holiday.

The school considers each application for term-time absence individually, taking into account the specific facts, circumstances and relevant background context behind the request.

Any request should be submitted as soon as it is anticipated and in accordance with any leave of absence request form, accessible via the school website. The Headteacher may require evidence to support any request for leave of absence.

Other valid reasons for **authorised absence** include (but are not limited to):

- Illness (including mental-health illness) and medical/dental appointments
- Religious observance – where the day is exclusively set apart for religious observance by the religious body to which the pupil's parent(s) belong(s). If necessary, the school will seek advice from the parent's religious body to confirm whether the day is set apart
- Parent(s) travelling for occupational purposes – this covers Roma, English and Welsh gypsies, Irish and Scottish travellers, showmen (fairground people) and circus people, bargees (occupational boat dwellers) and new travellers. Absence may be authorised only when a traveller family is known to be travelling for occupational purposes and has agreed this with the school, but it is not known whether the pupil is attending educational provision
- If the pupil is currently suspended or excluded from school (and no alternative provision has been made)

Absences from the school site (which are not classified as absences)

Other reasons the school may allow a pupil to be absent from the school site, which are not classified as absences, include (but are not limited to):

- Attending an offsite approved educational activity, sporting activity or visit or trip arranged by the school
- Attending another school at which the pupil is also registered (dual registration)
- Attending provision arranged by the local authority
- Attending work experience
- If there is any other unavoidable cause for the pupil not to attend school, such as disruption to travel caused by an emergency, a lack of access arrangements, or because the school premises are closed

Strategies for promoting attendance

Our school will make use of the full range of support and potential sanctions – including, but not limited to, those listed below – to tackle poor attendance. Decisions will be made on an individual, case-by-case basis.

Each House is encouraged to have good attendance by various means:

- During assemblies attendance is highlighted and the basic statistics for each House should be read out
- Each House's statistics will be published weekly in the Trafalgar Beacon
- Regular updates should be published on Trafalgar TV and social media, indicating attendance news, such as the time and place of the attendance draws
- During celebration assemblies, held each term, those with 100% attendance are announced and are awarded a certificate.
- Interventions will be put in place for students who are PA such as RISE (Resilience, Inclusion, Success, Empowerment) programme, PAPP (Persistently Absent Prevention Programme)
- Transitions across year groups to support engagement such as Y6 to Y7 and Y7 to Y8

Individual Attendance Plans

We use attendance plans as a form of attendance support.

An attendance plan is a formal written agreement between a parent and the school to address irregular attendance at school. An attendance plan is not legally binding, but it provides a more formal route where previous support has not worked or would not have been appropriate.

Parents cannot be compelled to enter an attendance plan, and the school cannot agree an attendance plan in a parent's absence.

Where an attendance plan would be an appropriate form of support, the school will arrange a meeting with the parent and pupil to discuss how we can work in partnership to improve the pupil's attendance.

Where parents fail to comply with an agreed attendance plan, the school may seek an alternative course of action. In the first instance, this will include discussions with the parents to seek explanations and determine whether the attendance contract remains useful. Where there is further non-compliance following these discussions, the school may take further action.

Notice to improve

If the national threshold has been met and support is appropriate, but parents do not engage with offers of support, the school may offer a notice to improve to give parents a final chance to engage with support.

A notice to improve will be issued in line with processes set out in the local code of conduct for the local authority area in which the pupil attends school.

It will include:

- Details of the pupil's attendance record and of the offences
- The benefits of regular attendance and the duty of parents under section 7 of the Education Act 1996
- Details of the support provided so far
- Opportunities for further support or to access previously provided support that was not engaged with
- A clear warning that a penalty notice may be issued, or prosecution considered, if attendance doesn't improve within the improvement period, along with details of what sufficient improvement looks like, which will be decided on a case-by-case basis

- A clear timeframe of between 3 and 6 weeks for the improvement period
- The grounds on which a penalty notice may be issued before the end of the improvement period

Sanctions

Our school will make use of the full range of potential sanctions – including, but not limited to, those listed below – to tackle poor attendance. Decisions will be made on an individual, case-by-case basis.

Penalty notices

Penalty notices are issued to parents as an alternative to prosecution where they have failed to ensure that their child of compulsory school age regularly attends the school or, in certain cases, at a place where alternative provision is provided and the national threshold has been reached.

The headteacher, local authority or the police can issue a penalty notice in line with the Education (Penalty Notices) (England) Regulations 2007, as amended, and the Local Codes of Conduct maintained by the local authority.

Penalty notices will only be used where it is deemed likely to change parental behaviour and support to secure regular attendance has been provided and has not worked or been engaged with, or would not have been appropriate in the circumstances of the offence (e.g. an unauthorised holiday in term time).

If the school issues a penalty notice, we will check with the local authority before doing so, and send the local authority a copy of any penalty notice issued.

The school will consider whether a penalty notice for absence is appropriate in each individual case where a pupil reaches the national threshold. We do not have a blanket rule for issuing or not issuing penalty notices.

Before issuing a penalty notice, the school will consider the individual case, including:

- Whether the national threshold for considering a penalty notice has been met (10 sessions of unauthorised absence in a rolling period of 10 school weeks)
- Whether a penalty notice is the best available tool to improve attendance for that pupil
- Whether further support, a notice to improve or another legal intervention would be a more appropriate solution
- Whether any obligations that the school has under the Equality Act 2010 make issuing a penalty notice inappropriate

Each parent who is liable for the pupil's offence(s) can be issued with a penalty notice, but this will usually only be the parent/parents who allowed the absence.

The payment must be made directly to the local authority, regardless of who issues the notice. If the payment has not been made after 28 days, the local authority can decide whether to prosecute or withdraw the notice.

If issued with a **first** penalty notice, the parent must pay £80 within 21 days, or £160 within 28 days.

If a **second** penalty notice is issued to the same parent in respect of the same pupil, the parent must pay £160 if paid within 28 days.

A **third** penalty notice cannot be issued to the same parent in respect of the same child within 3 years of the date of the issue of the first penalty notice. In a case where the national threshold is met for a third time within those 3 years, alternative action will be taken instead.

A penalty notice may also be issued where parents allow their child to be present in a public place during school hours without reasonable justification, during the first 5 days of a suspension or exclusion (where the school has notified the parents that the pupil must not be present in a public place on that day). These

penalty notices are not included in the National Framework, not subject to the same considerations about support being provided, and do not count towards the limit as part of the escalation process.

In these cases, the parent must pay £60 within 21 days, or £120.

Supporting pupils who are absent or returning to school

Pupils absent due to complex barriers to attendance

The school will work closely with pupils and their families with complex barriers to attendance, including agreeing bespoke strategies for removing in-school barriers e.g. pupil mentors, attendance buddies, safe spaces for unstructured times.

Pupils absent due to mental or physical ill health or SEND

The school recognises that worries about friendships, schoolwork, or examinations can cause attendance anxiety. However, regular attendance remains mandatory. Staff will communicate to parents that pupils are still expected to attend school regularly. Staff will work with families to mitigate anxious feelings in school as much as possible and remove barriers to attendance.

The school maintains high expectations for all pupils. For those facing complex barriers, including pupils with SEND or long-term health conditions, appropriate additional support will be provided to secure regular attendance.

In cases of both long-term physical or mental ill health, the school will:

- Facilitate any relevant pastoral support with the clear aim of improving attendance as much as possible while supporting the underlying health issue
- Consider adjustments to practice and policies to help meet the needs of pupils who are struggling to attend school, as well as making reasonable adjustments where a pupil has a disability
- Consider whether a time-limited phased return to school would be appropriate
- Make a sickness return to the local authority if a pupil is recorded in the attendance register as absent using code I (unable to attend because of sickness) and there are reasonable grounds to believe the pupil will have to miss 15 consecutive school days or more for illness, or the pupil's total number of school days missed during the current school year because of illness (whether consecutive or cumulative) will reach or exceed 15 school days

Where a pupil has special educational needs and/or disabilities (SEND) the school will:

- Work in partnership with the parents to develop specific support approaches for attendance including, where applicable, ensuring the provision outlined in the pupil's education, health and care (EHC) plan is accessed
- Work in partnership with families to help support routines where school transport is regularly being missed and work with other partners to encourage the scheduling of additional support interventions or medical appointments outside of the main school day
- Establish strategies for removing the in-school barriers these pupils face, including considering support or reasonable adjustments for uniform, transport, routines, access to support in school and lunchtime arrangements
- Consider adjustments to practice and policies to help meet the needs of pupils who are struggling to attend school, as well as making formal reasonable adjustments where a pupil has a disability
- Ensure joined up pastoral care is in place where needed and consider whether a time-limited phased return to school would be appropriate

In some cases, the school will not be able to fully support a pupil without the assistance of a range of other agencies. The school will:

- Make use of school nursing services and mental health support teams where they are available
- Consider whether additional support from other external partners (including the local authority, children and young people's mental health services, GPs or other health services) would be appropriate and make referrals
- Where external support is provided, work together with those services to deliver any subsequent support

If a pupil has an education health and care (EHC) plan, the school will:

- Communicate with the local authority if a pupil's attendance falls or they become aware of barriers to attendance that relate to a pupil's needs
- Where possible, agree adjustments to its policies and practices that are consistent with the special educational provision set out in the education health and care (EHC) plan in collaboration with the parents
- Where needed, work with the local authority to review and amend the education health and care (EHC) plan to incorporate the additional or different attendance support identified

Parents should consult the NHS guidance Is my child too ill for school? when deciding whether to keep their child home due to illness. We will share this guidance with parents, and provide support in understanding it, in order to promote school attendance wherever appropriate.

Pupils returning to school after a lengthy or unavoidable period of absence

The school is committed to supporting pupils back into school after a lengthy or unavoidable period of absence. They will be supported to catch up academically and, in some instances, will be offered a reintegration timetable to avoid overloading them.

Attendance monitoring

Monitoring attendance

The school will:

- Monitor attendance and absence data half-termly, termly and yearly across the school and at an individual pupil level
- Identify whether or not there are particular groups of children whose absences may be a cause for concern
- Ensure that the needs of the individual student are recognised when planning reintegration following significant periods of absence
- Devise specific strategies to address areas of poor attendance identified through data. This may, for example, include pupils in a year group with higher than average absence or pupils eligible for free school meals if their attendance falls behind that of their more advantaged peers
    - Monitor the impact of school wide attendance efforts, including any specific strategies implemented or specific cohorts that we have sought to target. The findings will be used to evaluate approaches or inform future strategies
    - Benchmark its attendance data at whole school, year group and cohort level against local, regional and national levels or performance of similar schools to identify areas of focus for improvement
    - Record young carers in the school census and, where a pupil's caring role may be contributing to absence, the school will work in partnership with the pupil and their parents to understand barriers to attendance and to put appropriate support in place. Where needs extend beyond the school gates, the school will work with the local authority to facilitate access to support through local early help arrangements and other relevant organisations
    - Ensure data is regularly monitored for pupils with long term illnesses and/or special educational needs and/or disabilities including governing body meetings and in Targeting Support Meetings with the local authority so that additional support from other partners is accessed where necessary
    - Look at historic and emerging patterns of attendance and absence, and then develop strategies to address these patterns

- Provide data and reports to the governing body to support its work

Pupil-level absence data will be collected each term and published at national and local authority level through the DfE's school absence national statistics releases. The underlying school-level absence data is published alongside the national statistics. The school will compare attendance data to the national average, and share this with the governing board.

Specific pupil information will be shared with the DfE on request.

The school has granted the DfE access to its management information system so the data can be accessed regularly and securely.

Data will be collected each term and published at national and local authority level through the DfE's school absence national statistics releases. The underlying school-level absence data is published alongside the national statistics.

The school will benchmark its attendance data at whole school, year group and cohort level against local, regional, and national levels to identify areas of focus for improvement, and share this with the governing board.

Analysing attendance

The school will:

- Analyse attendance and absence data regularly to identify pupils, groups or cohorts that need additional support with their attendance, and
- Identify pupils whose absences may be a cause for concern, especially those who demonstrate patterns of persistent or severe absence
- Conduct thorough analysis of half-termly, termly, and full-year data to identify patterns and trends
- Look at historic and emerging patterns of attendance and absence, and then develop strategies to address these patterns

Using data to improve attendance

The school will:

- Develop targeted actions to address patterns of absence (of all severities) of individual pupils, groups or cohorts that it has identified via data analysis
- Provide targeted support to the pupils it has identified whose absences may be a cause for concern, especially those who demonstrate patterns of persistent or severed absence, and their families
- Provide regular attendance reports to Form Tutors to facilitate discussions with pupils and families, and to the governing board and school leaders (including special educational needs co-ordinator, designated safeguarding lead and pupil premium lead)
- Use data to monitor and evaluate the impact of any interventions put in place in order to modify them and inform future strategies
- Share information and work collaboratively with other schools in the area, local authorities and other partners where a pupil's absence is at risk of becoming persistent or severe, including keeping them informed regarding specific pupils, where appropriate.

Reducing persistent and severe absence

Persistent absence is where a pupil misses 10% or more of school, and severe absence is where a pupil misses 50% or more of school. Reducing persistent and severe absence is central to the school's strategy for improving attendance.

The school will:

- Use attendance data to find patterns and trends of persistent and severe absence
- Consider potential safeguarding issues and, where suspected or present, address them in line with Keeping Children Safe in Education
- Hold regular meetings with the parents of pupils who the school (and/or local authority) considers to be vulnerable or at risk of persistent or severe absence, or who are persistently or severely absent, to:
    - Discuss attendance and engagement at school
    - Listen, and understand barriers to attendance
    - Explain the help that is available
    - Explain the potential consequences of, and sanctions for, persistent and severe absence
    - Review any existing actions or interventions
- Provide access to wider support services to remove the barriers to attendance, in conjunction with the local authority, where relevant
- Consider alternative support that could be put in place to remove any barriers to attendance and re-engage these pupils. In doing so, the school will sensitively consider some of the reasons for absence
- Implement sanctions, where necessary

Monitoring arrangements

This policy will be reviewed as guidance from the local authority and/or DfE is updated, and as a minimum annually by **Peter Dudley, Assistant Headteacher.** At every review, the policy will be approved by the full governing board.

Appendix 1: attendance codes

The following codes are taken from the DfE's guidance on school attendance.

Code	Definition	Scenario
/	Present (am)	Pupil is present at morning registration
****	Present (pm)	Pupil is present at afternoon registration
L	Late arrival	Pupil arrives late before register has closed
Attending a place other than the school		
K	Attending education provision arranged by the local authority	Pupil is attending a place other than a school at which they are registered, for educational provision arranged by the local authority
V	Attending an educational visit or trip	Pupil is on an educational visit/trip organised or approved by the school
P	Participating in a sporting activity	Pupil is participating in a supervised sporting activity approved by the school
W	Attending work experience	Pupil is on an approved work experience placement
B	Attending any other approved educational activity	Pupil is attending a place for an approved educational activity that is not a sporting activity or work experience
D	Dual registered	Pupil is attending a session at another setting where they are also registered
Absent – leave of absence		
C1	Participating in a regulated performance or undertaking regulated employment abroad	Pupil is undertaking employment (paid or unpaid) during school hours, approved by the school
M	Medical/dental appointment	Pupil is at a medical or dental appointment
J1	Interview	Pupil has an interview with a prospective employer/educational establishment

S	Study leave	Pupil has been granted leave of absence to study for a public examination
X	Not required to be in school	Pupil of non-compulsory school age is not required to attend
C2	Part-time timetable	Pupil is not in school due to having a part-time timetable
C	Exceptional circumstances	Pupil has been granted a leave of absence due to exceptional circumstances
Absent – other authorised reasons		
T	Parent travelling for occupational purposes	Pupil is a 'mobile child' who is travelling with their parent(s) who are travelling for occupational purposes
R	Religious observance	Pupil is taking part in a day of religious observance
I	Illness (not medical or dental appointment)	Pupil is unable to attend due to illness (either related to physical or mental health)
E	Suspended or excluded	Pupil has been suspended or excluded from school and no alternative provision has been made
Absent – unable to attend school because of unavoidable cause		
Q	Lack of access arrangements	Pupil is unable to attend school because the local authority has failed to make access arrangements to enable attendance at school
Y1	Transport not available	Pupil is unable to attend because school is not within walking distance of their home and the transport normally provided is not available
Y2	Widespread disruption to travel	Pupil is unable to attend because of widespread disruption to travel caused by a local, national or international emergency
Y3	Part of school premises closed	Pupil is unable to attend because they cannot practicably be accommodated in the part of the premises that remains open

Y4	Whole school site unexpectedly closed	Every pupil absent as the school is closed unexpectedly (e.g. due to adverse weather)
Y5	Criminal justice detention	Pupil is unable to attend as they are: • In police detention • Remanded to youth detention, awaiting trial or sentencing, or • Detained under a sentence of detention
Y6	Public health guidance or law	Pupil's travel to or attendance at the school would be prohibited under public health guidance or law
Y7	Any other unavoidable cause	To be used where an unavoidable cause is not covered by the other codes
Absent – unauthorised absence		
G	Holiday not granted by the school	Pupil is absent for the purpose of a holiday, not approved by the school
N	Reason for absence not yet established	Reason for absence has not been established before the register closes
O	Absent in other or unknown circumstances	No reason for absence has been established, or the school isn't satisfied that the reason given would be recorded using one of the codes for authorised absence
U	Arrived in school after registration closed	Pupil has arrived late, after the register has closed but before the end of session
Administrative codes		
Z	Prospective pupil not on admission register	Pupil has not joined school yet but has been registered
#	Planned whole-school closure	Whole-school closures that are known and planned in advance, including school holidays